

5-Common Word Reading Errors and How to Help

Error # 1

Your child guesses a word based on the beginning or ending letter-sounds.

Child reads wait as went.

- Help your child read through the whole word.
- Break the word apart into its individual sounds, /w/ /ā/ /t/.
- Emphasize the vowel sound.
- Model blending the sounds together, with an emphasis on the misread part of the word.
- Re-read the phrase or sentence that contained the word.

Error # 2

Your child reads the letter-sounds in a word out of order.

Child reads straps as taps.

- Help your child read through the whole word.
- Make sure your child knows the meaning of words that will help them use decoding skills, such as first, last, before, and after.
- Ask your child to point to the first letter and say each letter name in the word, s t r a p.
- Ask your child to point again to the first letter, and tell them to read all the way through the word from the first letter-sound to the last. /s/ /t/ /r/ /ă/ /p/.
- Model as needed, slowly reading each letter-sound. /s/ /t/ /r/ /ă/ /p/.
- Read the word smoothly, strap.
- Re-read the phrase or sentence that contained the word. The strap is too loose.

Error #3

Your child gets stuck on vowels.

Child reads coin as cone.

- Reinforce the parts of the word they read correctly. Yes, the c says /k/ and the n says /n/
- Model the vowel sound (oi says /oy/). The two letters oi make the sound /oy/.
- Have your child name the letters and say the sound. oi says /oy/.
- Ask your child to sound out the whole word and reblend. /k/ /oy/ /n/, coin.
- Re-read the phrase or sentence that contained the word. The old coin was rusty.

Error #4

Your child mixes up short, high-frequency words.

Your child reads from as for.

- Your child should use decoding skills on all words, even words they may have been taught to recognize as whole words (often referred to as “sight” words).
- Reinforce the parts of the word that make their expected sounds. The f says /f/, the r says /r/, the m says /m/.
- Tell your child the unexpected sound if it is an irregular word. The o in the word from makes the /ŭ/ sound.
 - Ask your child to sound out the word and reblend. /f/ /r/ /ŭ/ /m/, from.
- These high-frequency words require lots of practice and repetition. Re-read them as single words (from), as parts of phrases (from the store), and in sentences (He got a drink from the store).

Error #5

Your child misreads long words.

Child reads athletic as athlick.

- Help your child break the word into its parts (syllables), ath let ic .
- Read through each syllable separately as needed. The first syllable is /â/ /th/, ath. The middle syllable is /l/ /ě/ /t/, let. The last syllable is /î/ /k/, ic.
- Slowly blend the syllables back together, modeling and emphasizing particular parts as needed. ath-let-ic.
- Ask your child to read it the smooth way, athletic.
- Re-read the phrase or sentence that contained the word. She participated in many athletic events.